



## RIVERSIDE MIDDLE

458 Riverside St.  
Pendleton, SC 29670

<b>Grades</b>	7-8 Middle School	
<b>Enrollment</b>	423 Students	
<b>Principal</b>	Jeff Burke	864-403-2200
<b>Superintendent</b>	Dr. Lee D'Andrea	864-403-2000
<b>Board Chair</b>	Dr. Ken Lindsey	864-403-2000

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Good	Good
2009	Average	Average
2008	Average	At-Risk
2007	Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

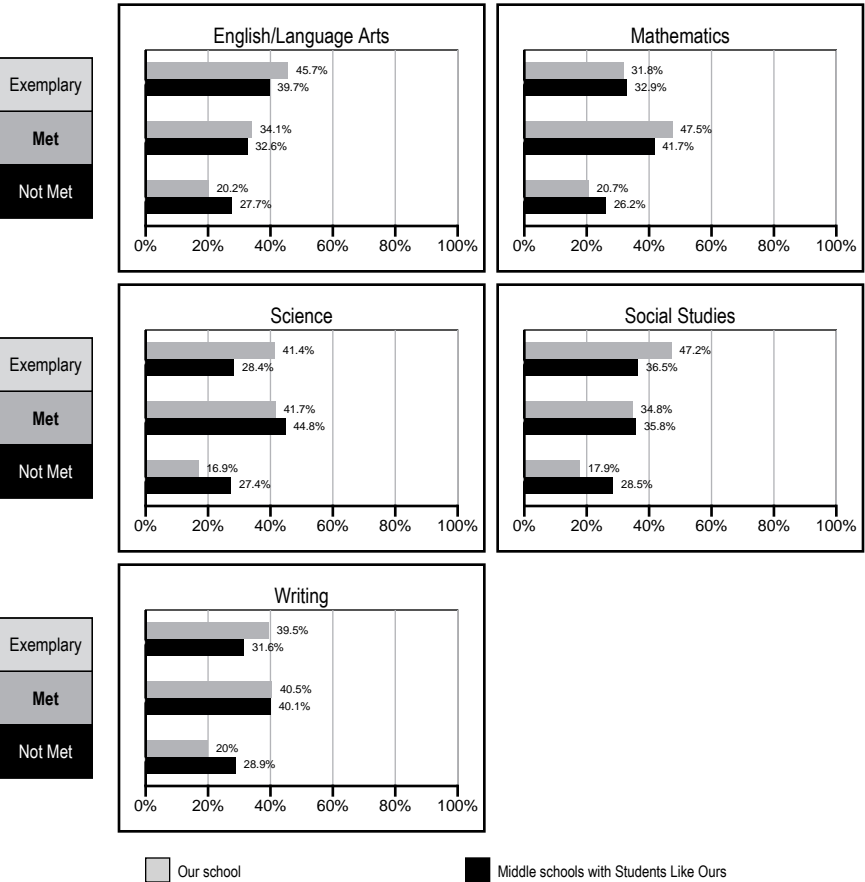
97%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
6	21	20	0	1

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	98.0%
English 1	98.8%	93.3%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	18.3%
US History and the Constitution	N/A	N/A
All Subjects	99.4%	95.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=423)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	44.0%	Down from 64.4%	31.2%	24.5%
Retention rate	0.7%	Up from 0.0%	0.7%	0.7%
Attendance rate	96.6%	Down from 99.8%	96.1%	95.9%
Served by gifted and talented program	37.8%	Up from 35.8%	22.9%	17.8%
With disabilities other than speech	14.2%	Up from 13.8%	8.8%	9.2%
Older than usual for grade	0.5%	Down from 1.8%	1.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.4%	0.4%	0.4%
Annual dropout rate	0.0%	Down from 0.4%	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	60.0%	No Change	59.8%	60.0%
Continuing contract teachers	91.4%	No Change	83.9%	82.6%
Teachers returning from previous year	94.9%	Up from 87.8%	86.3%	85.6%
Teacher attendance rate	94.1%	Down from 96.4%	95.5%	95.3%
Average teacher salary*	\$47,191	Up 0.6%	\$46,509	\$46,300
Professional development days/teacher	6.5 days	Up from 5.9 days	10.0 days	9.9 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Down from 21.8 to 1	23.4 to 1	21.5 to 1
Prime instructional time	90.6%	Down from 96.1%	90.5%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	99.6%	98.1%
Character development program	Excellent	Up from Good	Excellent	Good
Dollars spent per pupil**	\$9,591	Up 3.7%	\$7,252	\$7,634
Percent of expenditures for instruction**	60.2%	Up from 59.2%	64.4%	64.0%
Percent of expenditures for teacher salaries**	56.9%	Up from 54.1%	61.6%	61.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Report of Principal and School Improvement Council

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

In the 2010-2011 academic year, Riverside Middle School continued to make strides towards becoming an "Excellent" school thanks to the continued work of the students, parents, staff, and community. Existing programs were continued that helped RMS earn a Palmetto Silver Award. New programs were put in place that will reach students socially and academically. With teaching and caring for our students being Riverside's top priority this academic year, the following successes were accomplished:

Riverside implemented a 45 minute Core 5 period for student remediation and enrichment. Students who needed extra remediation in Math and ELA spent time in CLASSWORKS, a district-wide program designed to target instruction for individual students. Students not in Classworks worked on Project Based assignments.

Riverside partnered with United Way to provide a pregnancy prevention program called IMPACT. Students who signed up for the class learned about positive youth development and how to reduce teen pregnancy.

Several programs continued to have a positive effect on Riverside's school culture. The male faculty continued the mentoring of 8th grade boys in the Man Up program. Highlights of this program are teaching the young men about respect, character, good hygiene, and proper etiquette. Riverside's Morning Assembly program continues to breed a positive family atmosphere with community involvement in the reading of the "Words of Wisdom" each day. Riverside continues to positively reinforce students to good behavior, grades, and attendance through the use of PTO sponsored Block Parties, Bingo Parties, and Student of the Month trips to Fuddruckers.

Success is not limited to the classroom, but also in extracurricular activities. RMS raised over 1200 canned goods to donate to needy families at Thanksgiving and adopted 16 families at Christmas time. RMS continues to impress on the athletic field with conference championships in football and girls basketball. Riverside's Band and Chorus were rated superior at their respective competitions as well.

As we focus on our accomplishments, Riverside still has room to grow.

The faculty and staff are ready for the challenge. With the help and support of the parents and SIC, Riverside looks forward to doing something never done before, being named an Excellent school.

Jeff Burke, Principal

Tasha Ayers, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	213	173
Percent satisfied with learning environment	90.0%	85.2%	89.6%
Percent satisfied with social and physical environment	100.0%	91.5%	86.2%
Percent satisfied with school-home relations	100.0%	89.2%	85.7%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Adequate Yearly Progress

YES

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	414	100	20.2	34.1	45.7	88.4	90	82.4	Yes	Yes
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**Gender**

Male	217	100	22.1	36.8	41.2	89.2	89.4	78.7	N/A	N/A
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Female	197	100	18.2	31.3	50.5	87.5	90.8	86.2	N/A	N/A
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**Racial/Ethnic Group**

White	312	100	15.8	32.7	51.5	90.6	92.4	88.9	Yes	Yes
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African American	84	100	32.1	42	25.9	84	84.1	72.9	Yes	Yes
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Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	90	93	I/S	I/S
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Hispanic	9	I/S	I/S	I/S	I/S	I/S	63.6	79.3	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
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**Disability Status**

Disabled	69	100	54.8	40.3	4.8	59.7	63.7	48.1	Yes	Yes
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
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**English Proficiency**

Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	56.3	78.3	I/S	I/S
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**Socio-Economic Status**

Subsidized meals	218	100	31.2	38.6	30.2	82.2	86	75.4	Yes	Yes
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**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	412	100	20.7	47.5	31.8	89.1	90.4	81.9	Yes	Yes
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**Gender**

Male	216	100	19.6	50	30.4	87.7	89.1	79.9	N/A	N/A
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Female	196	100	21.9	44.8	33.3	90.6	91.8	84.1	N/A	N/A
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**Racial/Ethnic Group**

White	310	100	16.8	46.8	36.4	90.6	92.4	88.9	Yes	Yes
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African American	84	100	34.6	53.1	12.3	85.2	84.5	71.4	Yes	Yes
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Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	95	94.6	I/S	I/S
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Hispanic	9	I/S	I/S	I/S	I/S	I/S	77.3	81.1	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
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**Disability Status**

Disabled	69	100	54.8	41.9	3.2	59.7	63.7	47.3	Yes	Yes
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
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**English Proficiency**

Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	68.8	81.4	I/S	I/S
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**Socio-Economic Status**

Subsidized meals	216	100	30.7	51	18.3	83.2	87.2	74.9	Yes	Yes
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\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	304	100	16.9	41.7	41.4	83.1	81	68.6
<b>Gender</b>								
Male	162	100	18.7	38	43.3	81.3	81.9	68.3
Female	142	100	15	45.7	39.3	85	80.1	68.9
<b>Racial/Ethnic Group</b>								
White	221	100	13.4	36.4	50.2	86.6	86.5	80.7
African American	69	100	23.9	61.2	14.9	76.1	65.6	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.7	85.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	50	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
<b>Disability Status</b>								
Disabled	51	100	52.3	38.6	9.1	47.7	49.5	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	156	100	26.4	45.8	27.8	73.6	72.3	57.3

**Social Studies**

All Students	300	99.7	17.6	34.9	47.4	82.4	85.3	72.5
<b>Gender</b>								
Male	158	100	14.6	32.5	53	85.4	87.2	72
Female	142	99.3	21	37.7	41.3	79	83.2	73.1
<b>Racial/Ethnic Group</b>								
White	229	99.6	12.7	35.5	51.8	87.3	89.4	81
African American	55	100	32.1	35.8	32.1	67.9	73.4	60
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	85.7	89
Hispanic	7	I/S	I/S	I/S	I/S	I/S	47.1	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
<b>Disability Status</b>								
Disabled	53	98.1	43.8	39.6	16.7	56.3	63.9	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	46.2	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	160	99.4	26.5	40.4	33.1	73.5	80.4	62.9

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	224	100	20	40.5	39.5	80	84.9	73.2	96.6	96.5
Gender										
Male	113	100	26.9	41.7	31.5	73.1	80.3	67.2	96.8	96.5
Female	111	100	13.1	39.3	47.7	86.9	89.5	79.4	96.4	96.5
Racial/Ethnic Group										
White	174	100	18	40.1	41.9	82	87.3	81.5	96.3	96.3
African American	44	100	26.2	45.2	28.6	73.8	78.6	61.3	97.2	96.9
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	87	99.3	98.1
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	66.7	98.7	97.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	96.3	89.1
Disability Status										
Disabled	34	100	65.6	31.3	3.1	34.4	44.3	26	95.9	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	65.7	99.6	97.4
Socio-Economic Status										
Subsidized meals	120	100	22.5	46.8	30.6	77.5	82.7	63.2	96.1	96

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	210	100	20.9	31.6	47.6	79.1
	8	218	100	27.1	33.8	39.1	72.9
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	192	100	23.4	31.5	45.1	76.6
	8	222	100	17.5	36.3	46.2	82.5

Mathematics

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	210	100	21.8	43.7	34.5	78.2
	8	218	100	32.4	44.9	22.7	67.6
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	192	100	22.3	40.2	37.5	77.7
	8	220	100	19.3	53.8	26.9	80.7

Science

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	210	100	13.1	51.5	35.4	86.9
	8	111	100	16.2	42.9	41	83.8
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	192	100	22.8	45.7	31.5	77.2
	8	112	100	6.6	34.9	58.5	93.4

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	209	100	24.4	38	37.6	75.6
	8	107	100	22.5	36.3	41.2	77.5
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	192	99.5	22.4	27.9	49.7	77.6
	8	108	100	9.4	47.2	43.4	90.6
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	210	99.1	18.6	38.2	43.1	81.4
	8	213	99.5	18.5	52.2	29.3	81.5
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	224	100	20	40.5	39.5	80

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample